Competency Management Overview
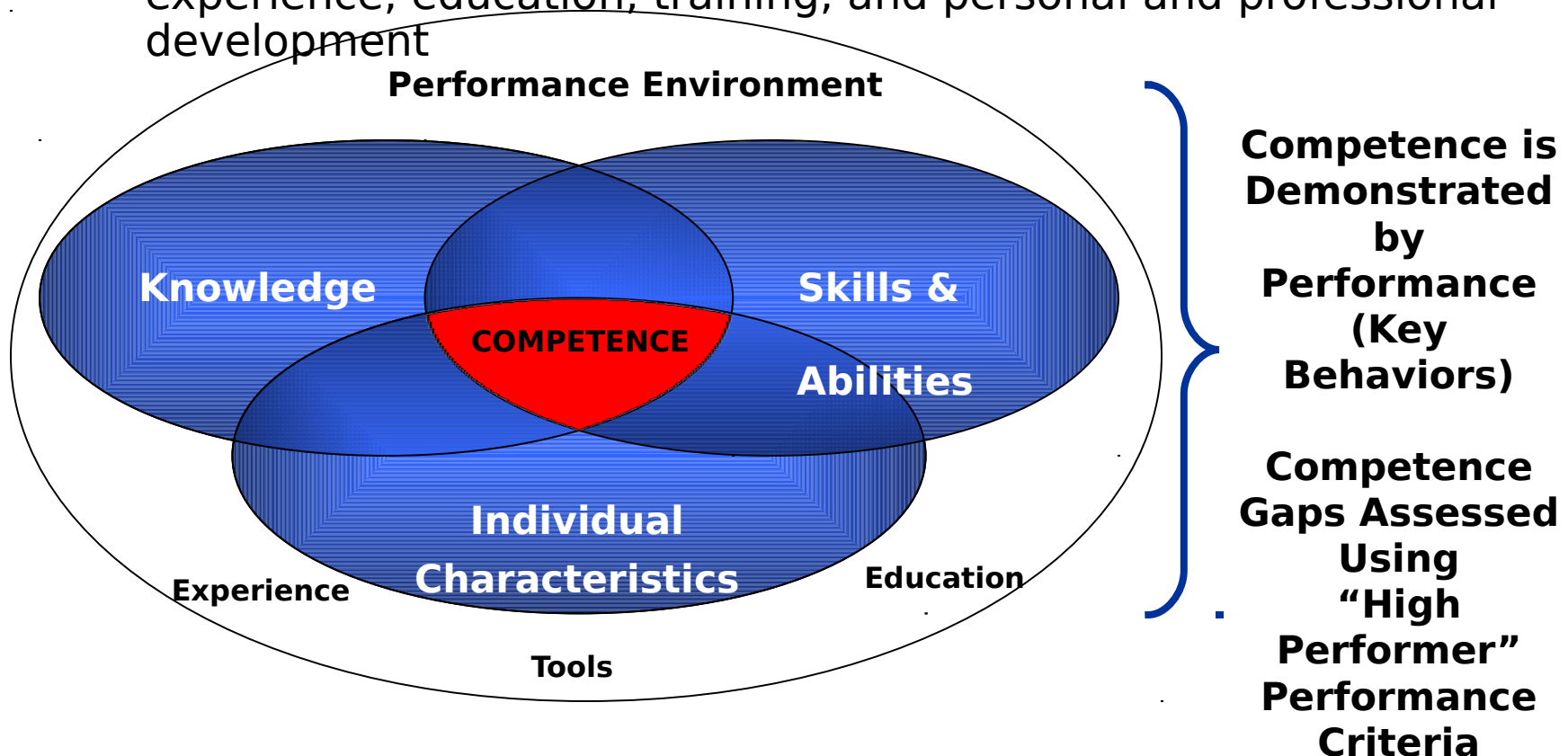
Jonathan Higgins

AT&L Workforce Career Management

A Competency -- What is it?

- **OPM definition " …. an observable, measurable pattern of skills, knowledge, abilities, behaviors & other characteristics that an individual needs to perform work roles or occupational functions successfully."**

- Competence is achieved through a variety of means; e.g., experience, education, training, and personal and professional development

Performance Environment

Knowledge

Skills & Abilities

COMPETENCE

Individual Characteristics

Experience

Education

Tools

Competence is Demonstrated by Performance (Key Behaviors)

Competence Gaps Assessed Using "High Performer" Performance Criteria

Initial "As Is" State
of Competency Management

Stove-piped Functional Focus

- Program Management
- Contracting
- SPRDE
- Acquisition Logistics
- BCEFM

Individual career field competencies managed in stovepipe fashion
- No community-wide standards to support management of competencies
- In most cases – the competencies were learning objectives for courses
- Focus of competencies/learning objectives has been to inform content of training courses – not strategic human capital planning/management to include addressing gaps
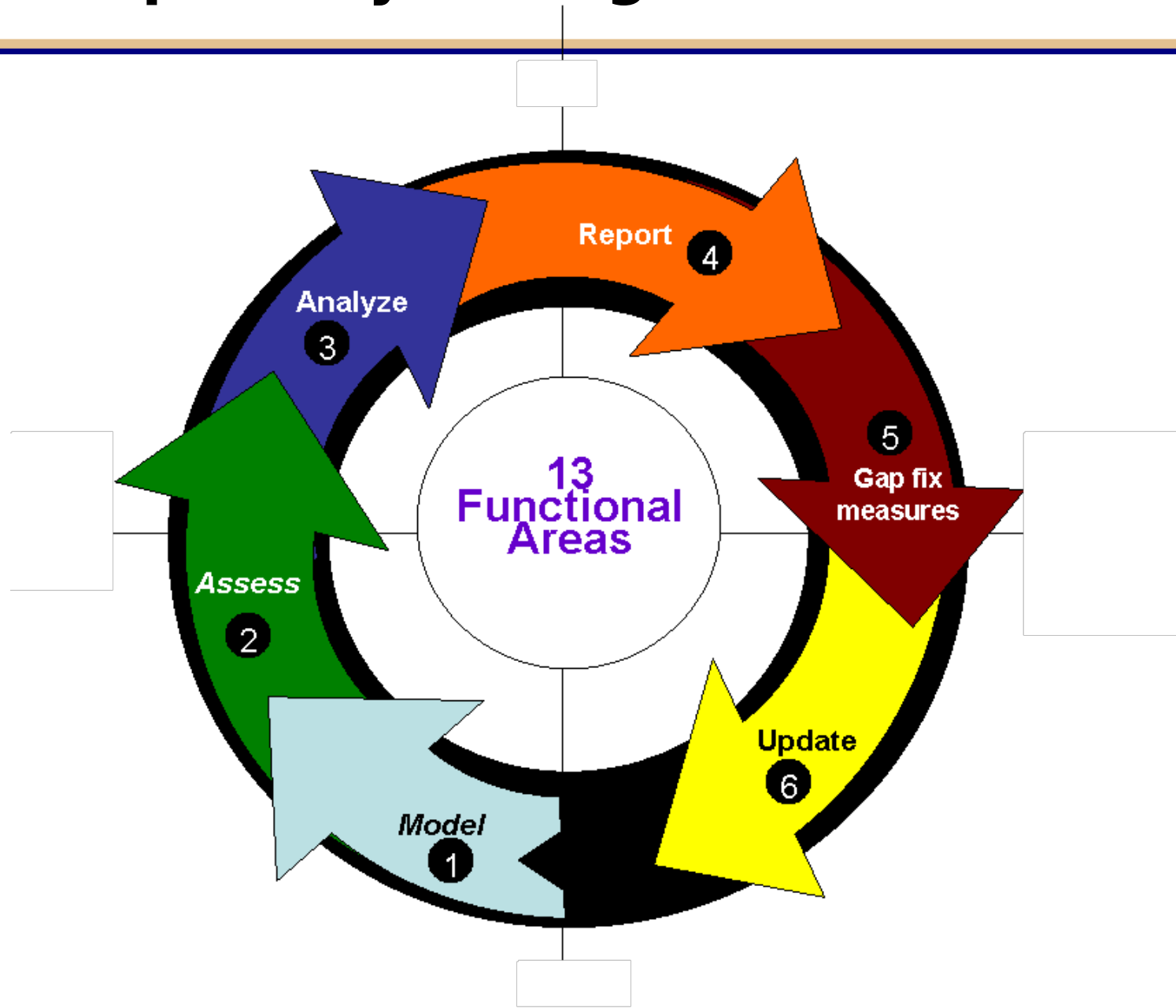
"To Be" State of Competency Management

Core

Focus →

Program Management | Contracting | SPRDE | Acquisition Logistics | Financial (BCEFM)
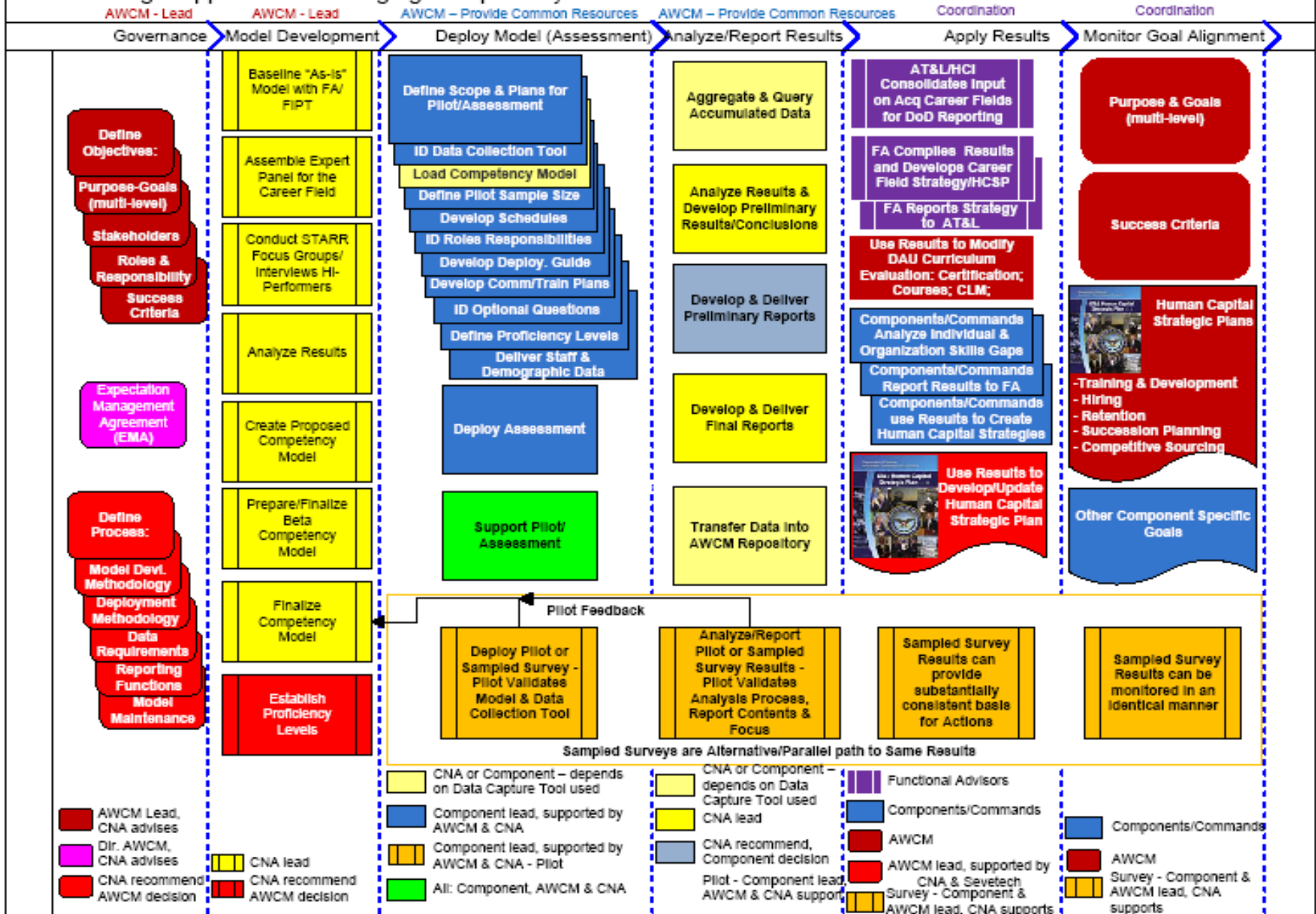
Focus →

Plus
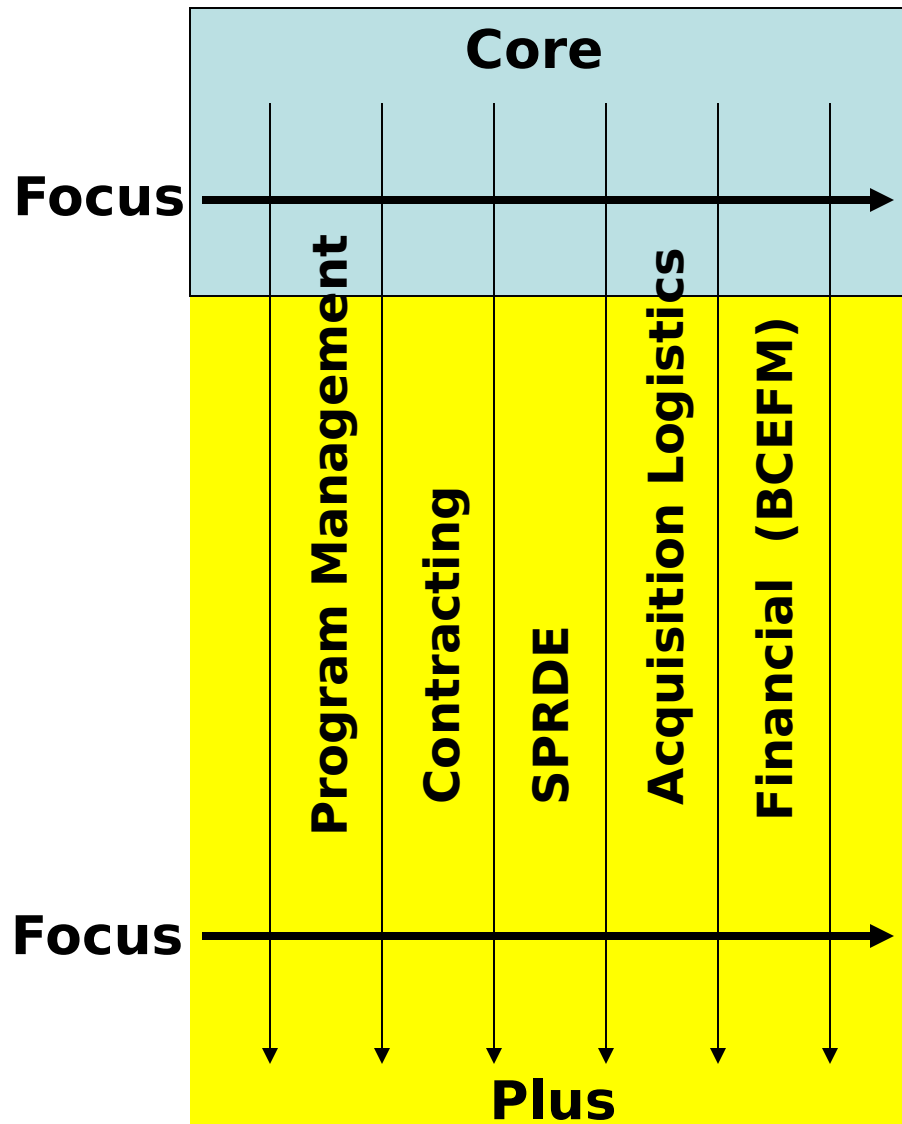
- Alignment is driver for strategy -- consistent with OPM & OSD (P&R) policy, standards, guidance
- A framework to allow competency standards to be applied and managed in multiple workforce-related applications
- Decentralized execution – competency models will be used by Components in workforce-wide assessments
- Transition strategy that provides interim assessment capability and planning for long-term
- Leveraging assessment results for:
  – strategic human capital planning and management
  – closing workforce capability gaps
  – improving the workforce certification framework,
  – performance support resources (best practices and tools) are available to the workforce

AT&L Strategic Approach to Managing Competency Initiatives

Governance	Model Development	Deploy Model (Assessment)	Analyze/Report Results	Apply Results	Monitor Goal Alignment
AWCM - Lead	AWCM - Lead	AWCM – Provide Common Resources	AWCM – Provide Common Resources	AWCM Coordination	AWCM Coordination

Governance

Define Objectives:
- Purpose-Goals (multi-level)
- Stakeholders
- Roles & Responsibility
- Success Criteria

Expectation Management Agreement (EMA)

Define Process:
- Model Devl. Methodology
- Deployment Methodology
- Data Requirements
- Reporting Functions
- Model Maintenance

Model Development

- Baseline "As-Is" Model with FA/FIPT
- Assemble Expert Panel for the Career Field
- Conduct STARR Focus Groups/Interviews Hi-Performers
- Analyze Results
- Create Proposed Competency Model
- Prepare/Finalize Beta Competency Model
- Finalize Competency Model
- Establish Proficiency Levels

Deploy Model (Assessment)

- Define Scope & Plans for Pilot/Assessment
- ID Data Collection Tool
- Load Competency Model
- Define Pilot Sample Size
- Develop Schedules
- ID Roles Responsibilities
- Develop Deploy. Guide
- Develop Comm/Train Plans
- ID Optional Questions
- Define Proficiency Levels
- Deliver Staff & Demographic Data
- Deploy Assessment
- Support Pilot/Assessment

Analyze/Report Results

- Aggregate & Query Accumulated Data
- Analyze Results & Develop Preliminary Results/Conclusions
- Develop & Deliver Preliminary Reports
- Develop & Deliver Final Reports
- Transfer Data into AWCM Repository

Apply Results

- AT&L/HCI Consolidates Input on Acq Career Fields for DoD Reporting
- FA Compiles Results and Develops Career Field Strategy/HCSP
- FA Reports Strategy to AT&L
- Use Results to Modify DAU Curriculum Evaluation: Certification; Courses; CLM;
- Components/Commands Analyze Individual & Organization Skills Gaps
- Components/Commands Report Results to FA
- Components/Commands use Results to Create Human Capital Strategies
- Use Results to Develop/Update Human Capital Strategic Plan

Monitor Goal Alignment

- Purpose & Goals (multi-level)
- Success Criteria
- Human Capital Strategic Plans
  - Training & Development
  - Hiring
  - Retention
  - Succession Planning
  - Competitive Sourcing
- Other Component Specific Goals

Pilot Feedback

- Deploy Pilot or Sampled Survey - Pilot Validates Model & Data Collection Tool
- Analyze/Report Pilot or Sampled Survey Results - Pilot Validates Analysis Process, Report Contents & Focus
- Sampled Survey Results can provide substantially consistent basis for Actions
- Sampled Survey Results can be monitored in an identical manner

Sampled Surveys are Alternative/Parallel path to Same Results

Legend

- AWCM Lead, CNA advises
- Dir. AWCM, CNA advises
- CNA recommend, AWCM decision
- CNA lead
- CNA recommend, AWCM decision
- CNA or Component – depends on Data Capture Tool used
- Component lead, supported by AWCM & CNA
- Component lead, supported by AWCM & CNA - Pilot
- All: Component, AWCM & CNA
- CNA or Component – depends on Data Capture Tool used
- CNA lead
- CNA recommend, Component decision
- Pilot - Component lead, AWCM & CNA support
- Functional Advisors
- Components/Commands
- AWCM
- AWCM lead, supported by CNA & Sevetech
- Survey - Component & AWCM lead, CNA supports
- Components/Commands
- AWCM
- Survey - Component & AWCM lead, CNA supports

Task	Narrative	Office of Primary Responsibility	Office of Corollary Responsibility
1.3.1	Complete competency models for the PM, Logistics, and Contracting career fields by Dec 07	Dir, HCI	FAs, Components
1.3.2	Complete functional competency models for remaining career fields by Sep 08	Dir, HCI	FAs, Components
1.3.3	Complete a cross-functional core competency model for the entire DoD AT&L workforce by Dec 08	Dir, HCI	FAs, Components
1.3.4	Determine and make recommendation on whether standard tools are desired or needed to ensure that data can be used for multiple purposes by Jan 08	Dir, HCI	Components
1.3.5	Initiate skills gap assessments in 50% career fields by Dec 08	Components	FAs
1.3.6	Coordinate with ODUSD(CPP) and OPM to incorporate DoD AT&L competencies into OPM HR standards to ensure consistency across the federal sector within 90 days of competency model completion	Dir, HCI	None
1.4.1	Ensure DoD AT&L crossfunctional governance and implementation of initiatives, such as functional competency models, certification framework, etc., by Components are done in consistent manner by Jan 08	Dir, HCI / WMG Chair	None
6.2.1	Identify developmental needs for acquisition personnel leveraging functional competency models starting Jul 07	Components	None
6.2.2	Develop and implement strategies to fill competency gaps and meet target certification levels by Sep 08	Components	None
6.2.4	Develop criteria for acquisition experiential assignments necessary to achieve desired competencies by Jun 08	FAs	None

U.S. Law **Defense Acquisition Workforce Improvement Act (DAWIA)**	President's Management Agenda	Secretary of Defense National Military Strategy & Quadrennial Defense Review	USD (P&R) Human Capital Strategies

Accountability e.g., Congress, GAO, IG

DoD Directive 5000.52 (Instruction/Guide)

Defense Acquisition University (PLM)

USD (AT&L) Human Capital Strategies & Initiatives

AT&L Workforce Senior Steering Board

Director, AT&L Human Capital Initiatives

Talent Management

Performance Management

Development

Workforce Capability

Training   *Education*   *Experience*   *PLM*   *Policy*   *Processes*

Motivations and Incentives

Ethics and Integrity

Functional Advisors & Functional IPTS	Component Workforce Strategies & Initiatives	Component Workforce Management	Component Force Planning	AT&L Workforce Management Group
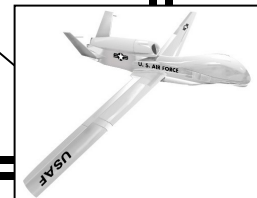
Why the Increased Emphasis on Leveraging Competency Management?

Background:

DoD Acquisition Mission Challenges Drive Need for High Performing, Agile workforce -- Improved Competency Management

Leadership

- President's Management Agenda – Human Capital, Leverage Technology (OMB, DoD, AT&L)
- Congressional Concern – Acquisition Outcomes, Human Capital

Accountability

- Human Capital Planning for DoD AT&L Workforce identified as High Risk by GAO
- OPM HCAAF **Human Capital Assessment and Accountability Framework**

Strategy

- Quadrennial Defense Review – Competency Management
- DoD Civilian Human Capital Strategic Plan

AT&L Human Capital Strategic Plan

- Improved Competency management is key outcome

Key Enabler

- HCSP Goal 1 mandates current, standardized functional competencies
- HCSP Goals 3 and 4 rely on competencies

Defense Acquisition University

- Core Plus

Technology

- Engaged Learner Architecture

Senior DoD Leadership Commitment & Action

Department of Defense
Acquisition, Technology and Logistics

AT&L Human Capital Strategic Plan v 1.0

2006

ACQUISITION, TECHNOLOGY AND LOGISTICS

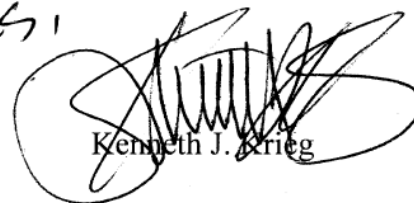## THE UNDER SECRETARY OF DEFENSE

3010 DEFENSE PENTAGON
WASHINGTON, DC 20301-3010

OCT 6 2006

MEMORANDUM FOR: SEE DISTRIBUTION

SUBJECT: Request for Support of AT&L Competency Initiative

Acting on the June 2006 DoD AT&L Human Capital Strategic Plan, we are deploying a joint competency management initiative involving AT&L functional leaders, component acquisition leaders, field subject matter experts, the Defense Acquisition University, and competency experts from the Center for Naval Analysis. This ongoing key task will continue through FY 2007.
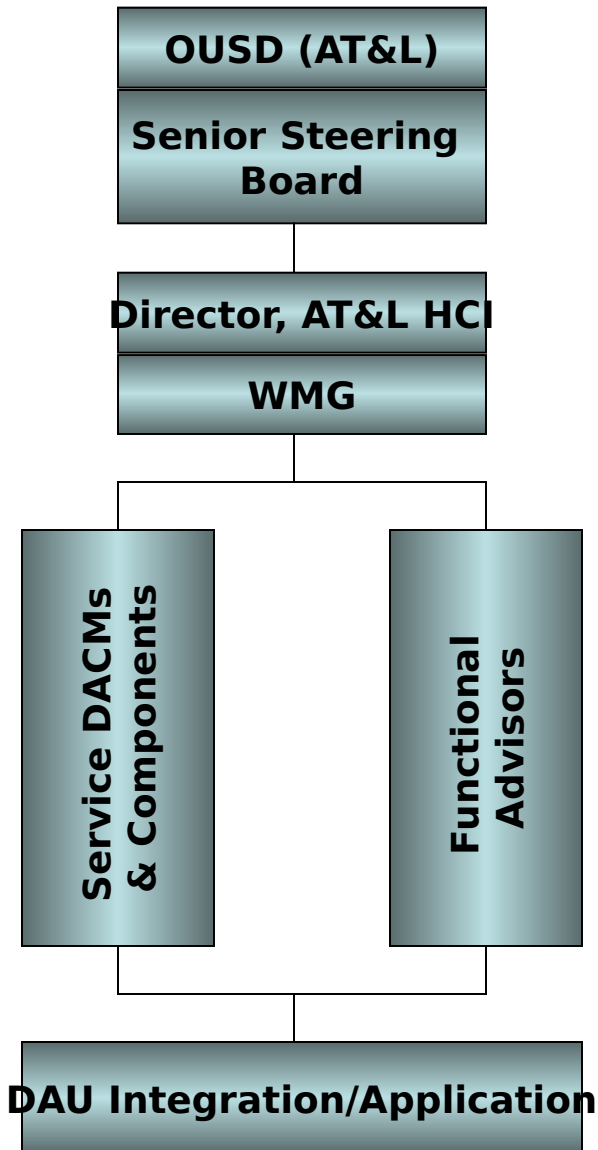
Request your leadership and commitment to ensure we complete this important effort as scheduled (attached). My point of contact is Mr. Garry Shafovaloff, A&T-DAU, at 703-805-4969.

Thanks,

Kenneth J. Krieg

Attachment:
As stated

Governance Structure

```
┌─────────────────────────┐
│      OUSD (AT&L)        │
├─────────────────────────┤
│   Senior Steering       │
│        Board            │
└─────────────────────────┘
            │
┌─────────────────────────┐
│   Director, AT&L HCI    │
├─────────────────────────┤
│         WMG             │
└─────────────────────────┘
            │
    ┌───────┴───────┐
┌──────────┐   ┌──────────┐
│ Service  │   │          │
│ DACMs &  │   │Functional│
│Components│   │ Advisors │
└──────────┘   └──────────┘
    └───────┬───────┘
┌─────────────────────────┐
│ DAU Integration/Application │
└─────────────────────────┘
```

- The USD (AT&L) chairs the AT&L Workforce Senior Steering Board which is comprised of functional and component senior acquisition leaders as well as senior leadership from OSD P&R
- The Director, Human Capital Initiatives (President, DAU) supports the USD (AT&L) by providing leadership on human capital initiatives, ensuring AT&L community alignment and integration of effort to support Department objectives, and managing implementation of AT&L department-wide workforce policy and initiatives
- The AT&L Workforce Management Group (WMG), chaired by the Director, AT&L HCI, further provides an integrated approach to governance and advises the USD (AT&L) on workforce matters, to include competency management
- The AT&L Functional Advisor (FA) is a senior acquisition functional community leader and is responsible to the USD (AT&L) for ensuring currency of community-wide competency requirements
- The Defense Acquisition University serves as the AT&L corporate university and works closely with the FAs, FIPTs and components to ensure that workforce capability requirements are translated into a powerful learning environment for the AT&L workforce

Governing Competency Initiatives

- Identify all Stakeholders
- Define Goals & Objectives (for each Stakeholder)
  - Outputs needed to achieve goals/objectives – Success Criteria
- Agree on general approach or note variances (box chart)
  - Governance/Oversight
  - Model Development
  - Skills Assessment
  - Data Analysis & Reporting
  - Implement Strategies for Gap Closure
  - Monitor Goal Alignment

- Define Roles & Responsibility

- Define Processes
  - Model Development Methodology
  - Deployment Methodology
  - Data Requirements
  - Reporting Functions
  - Model Maintenance

The AT&L HCSP Competency Approach
...Standard Competency Models Across AT&L workforce
.....Leverage assessment information for high performance

- **Improve, standardize policy, competency management framework**
- **Increase awareness and "competence" in using competencies**
- **Update & standardize competency models across AT&L workforce**
  - **Consistent with OPM & OSD (P&R) Guidelines**
  - **Competency Structure**
    - **Performance Outcomes at 3 Levels**
    - **May include clarifiers and definitions**
    - **Elements of Key Behaviors/Job Performance Criteria**
    - **Product used to structure/organize learning objects/taxonomy**
    - **Conform to HR-XML format**
  - **Multi-Method Approach to Competency Model Validation**
    - **Build-on past and current FIPT & DAU competency efforts**
    - **Use Subject Matter Experts**
    - **Use Expert Panels for matching to essential job functions**
    - **Multi-rater surveys for importance/frequency of use and criticality**
- **Leverage assessment for multi-use and performance support**
    - **Numerous workforce management and support applications**
    - **AT&L/DAU Core Plus and Engaged Learner Environment initiatives**
- **Partner to successfully operationalize use of competency models**

Model Development Process Methodology
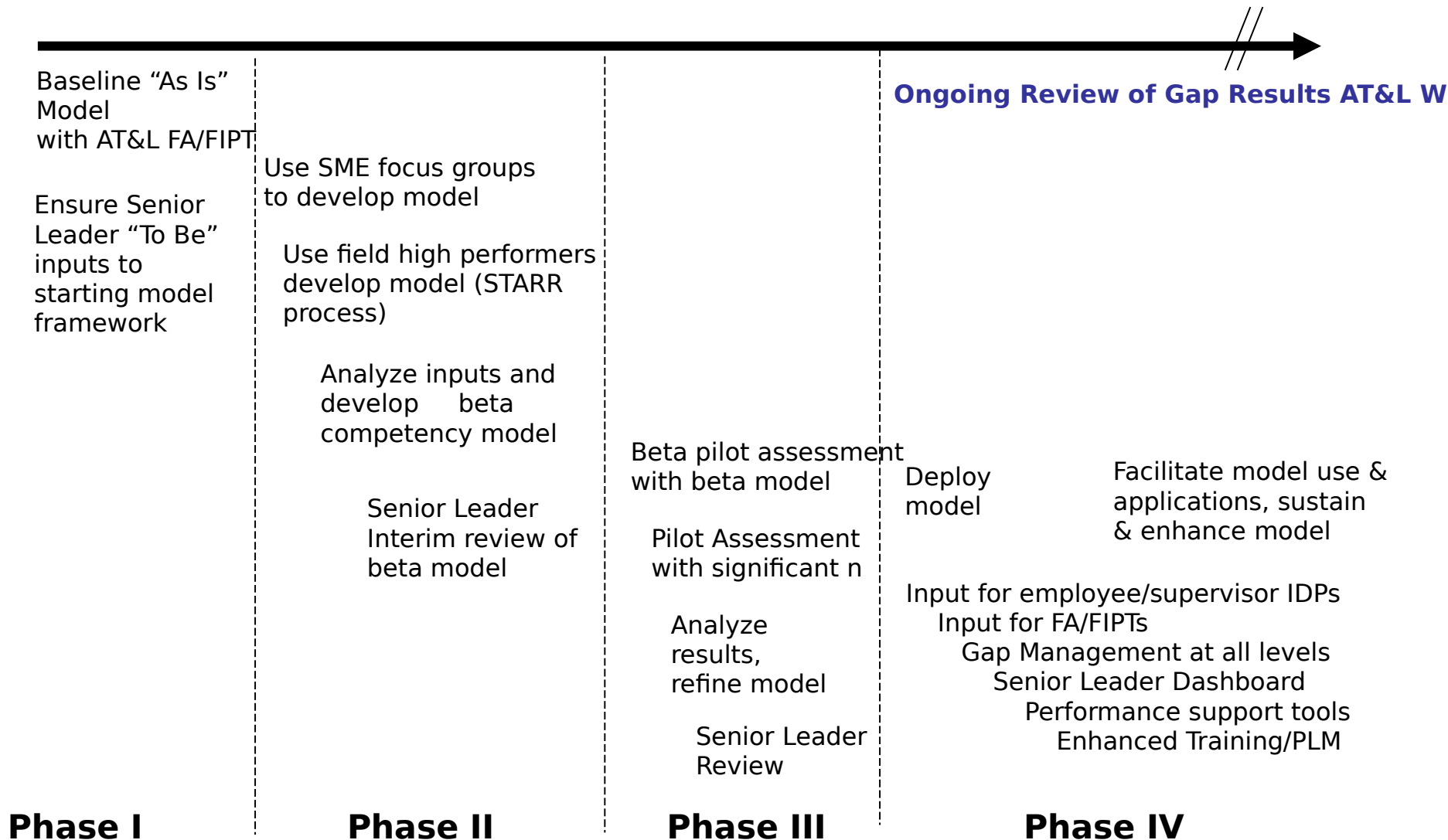
Phases I & II

1. Assemble <u>Expert Panel</u> from career field to review "as is" competency model & ensure input from senior leaders
2. Conduct online or facilitated <u>focus groups</u> to identify and match competencies (key behaviors, KSAs, and outputs) to essential job functions
3. Develop <u>key situations</u> through online structured <u>interviews</u> to identify specific job-related behaviors of superior performers
4. Prepare beta model for use in generalization survey

Phase III

5. <u>Multi-rater Survey/Assessment</u> of job incumbents and managers to complete model
6. Model deployment (FOC) & sustainment

Phase IV

Developing Competency Models

Baseline "As Is"
Model
with AT&L FA/FIPT

Ongoing Review of Gap Results AT&L W

Ensure Senior
Leader "To Be"
inputs to
starting model
framework

Use SME focus groups
to develop model

Use field high performers
develop model (STARR
process)

Analyze inputs and
develop   beta
competency model

Beta pilot assessment
with beta model

Deploy
model

Facilitate model use &
applications, sustain
& enhance model

Senior Leader
Interim review of
beta model

Pilot Assessment
with significant n

Input for employee/supervisor IDPs
Input for FA/FIPTs
Gap Management at all levels
Senior Leader Dashboard
Performance support tools
Enhanced Training/PLM

Analyze
results,
refine model

Senior Leader
Review

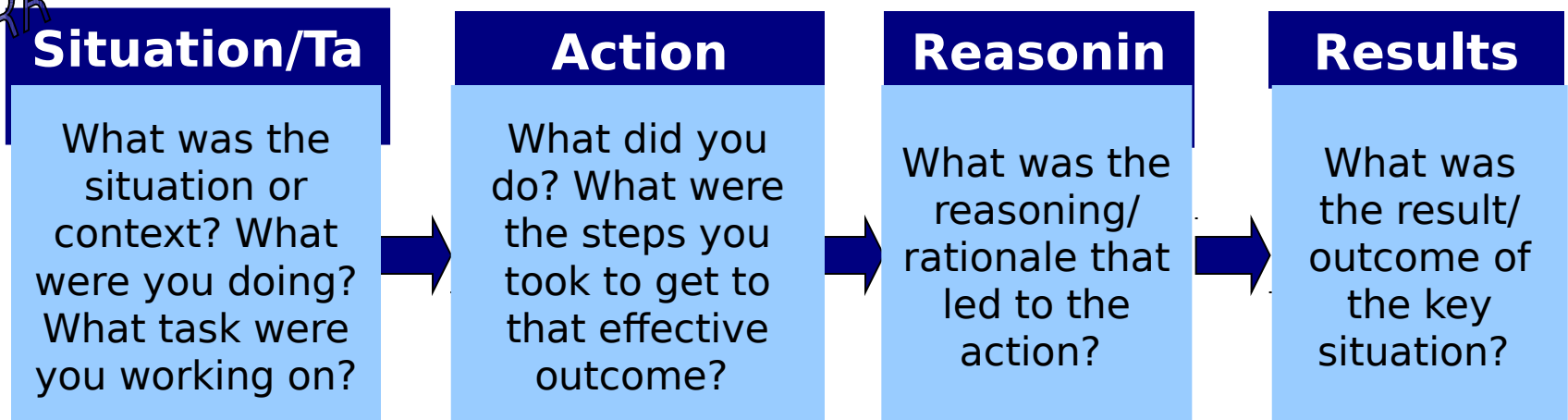**Phase I**   **Phase II**   **Phase III**   **Phase IV**

Competency Model Development
SME Focus Groups & Key Situations

- **Focus Groups:** Identify behaviors (what an employee does) required for successful performance
- **Key Situations:** a method of data collection from subject matter experts regarding *"what it takes"* to perform effectively on your job.
- Use the **STARR Method** to identify key situations and then have the participant describe what the person does for successful performance, why they did it, and the successful performance outcome
- This process helps establish a **"successful performer" baseline** (profile) which will be used in the assessment process

STARR

Situation/Ta	Action	Reasonin	Results
What was the situation or context? What were you doing? What task were you working on?	What did you do? What were the steps you took to get to that effective outcome?	What was the reasoning/ rationale that led to the action?	What was the result/ outcome of the key situation?

STARR

Situation/Task – Action – Reasoning – Result

This process helps to identify competencies that most contribute to successful performance – a critical step in model development

1st – Describe a situation that resulted in a particularly effective outcome.

2nd – Rate the situation using a "Distinguishing Value Rating" which is how much the competency differentiates effective results from ineffective results.

1-Not Valuable; 2-Somewhat Valuable; 3-Valuable; 4-Very Valuable; 5-Extremely Valuable; 6-NA

Matrix of Assessment Options

	DESCRIPTION	PROS	CONS
Component CMS - LMS	Existing solution within a Component Command	§ Gap Closures linked to Training Interventions § Minimal Cost, Infrastructure already Exists § Organic Capacity to Manage all Competency Efforts	§ Data standards and formats need to be defined & closely managed to ensure aggregate reporting § Need central system to manage data reported
Stratified Sampling of Population (CNAC)	A sample of the population is assessed results applied to needs of community	§ Lower cost since assessing partial population § Provides high level sample that allows for evaluation of curriculum needed	§ Does not provide Gap report for individuals therefore does not allow for closure of gaps § Does not provide complete Organizational Gap report, therefore unable to use in talent management & workforce planning §
Total Workforce Assessment – Central System	Investment in a central AT&L wide tool for the assessment 100% of the workforce (all 13 career fields) to be executed	§ AT&L wide reporting simplified since all data is in one place	§ Restricts "decentralized execution" as described in HCSP § Limits Component's ability to link training records IDP to individuals § Creates need for data extraction to Components vs. them reporting data

Employee Assessment View

COMPASS
Competency Assessment and Management

Contracting Assessment – Draft– Sample Competency

Section 1		
Unit of Competence: Pre-Award and Award		Competency: **Bid Evaluation**

Elements	Importance	Frequency	Proficiency	Difficulty
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Element 1 - Determine contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet Government requirements.	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

Proficiency Levels – Behavioral Anchors

Awareness 1> Understand determinations of contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet government requirements.

Basic 2--

Intermediate 3> Categorize levels of contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet government requirements.

Advanced 4--

Expert 5> Evaluate contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet government requirements.
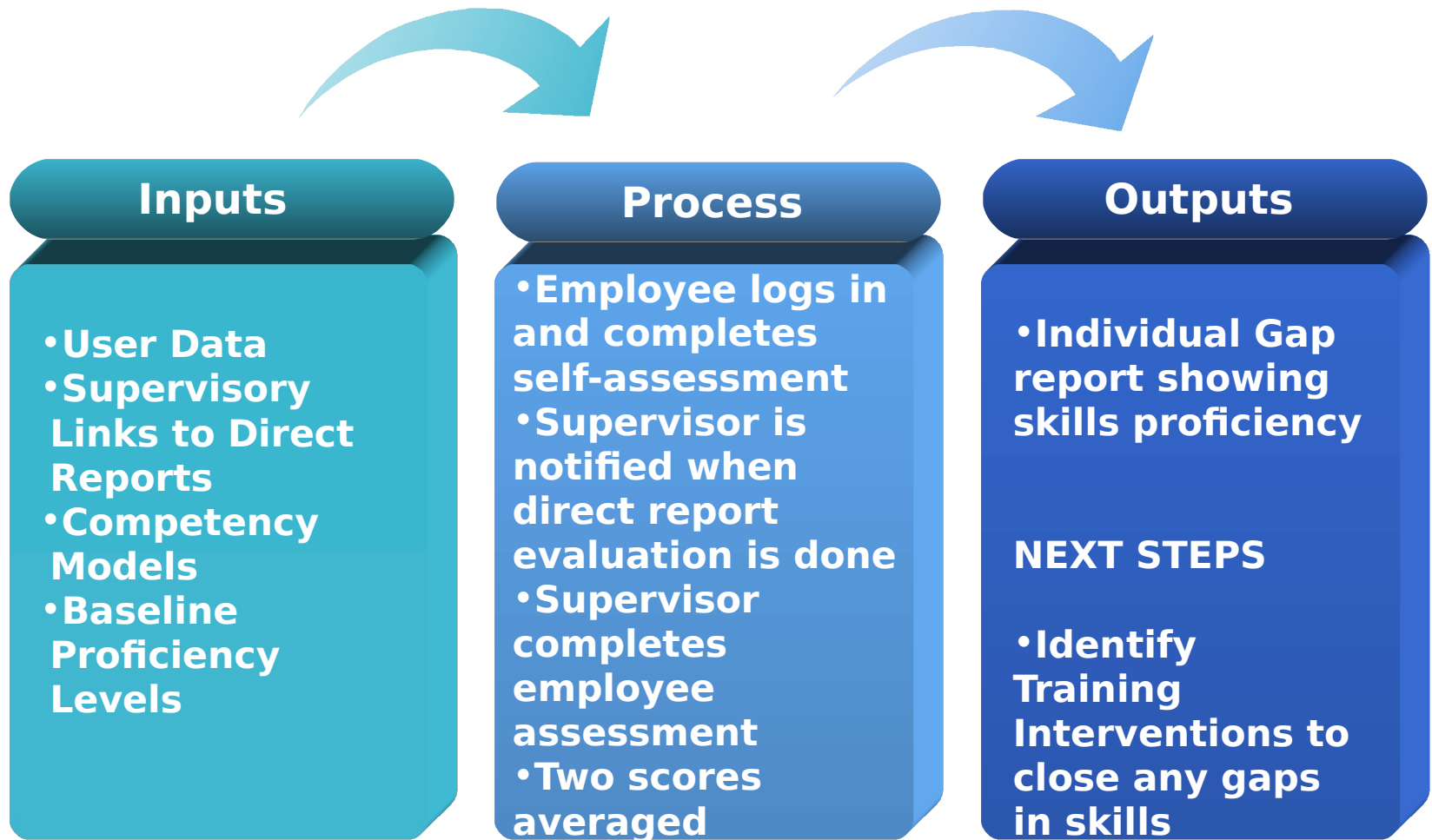
- Effort is underway to complete an assessment on 100% of the Contracting Workforce (26K Workforce Members)
- The first phase of this effort is underway and has included two major assessment efforts
  - DLA pilot effort was completed using an existing Learning Management System (Plateau)
  - Air Force assessments utilized the Compass tool
    - Warner Robins AFB - 333 Employees (98% complete)
    - Peterson AFB – 108 Employees (100% complete)
    - Hanscom AFB – 414 Employees (88% complete)
    - Charleston AFB – 34 Employees (94% complete)
- Analysis and lessons learned will be applied to future assessments which will be completed by June 08.

How are Competency Gaps Identified?

Inputs

- User Data
- Supervisory Links to Direct Reports
- Competency Models
- Baseline Proficiency Levels

Process

- Employee logs in and completes self-assessment
- Supervisor is notified when direct report evaluation is done
- Supervisor completes employee assessment
- Two scores averaged

Outputs

- Individual Gap report showing skills proficiency

NEXT STEPS

- Identify Training Interventions to close any gaps in skills

Example

Proficiency

Contracting Assessment – Draft– Sample Competency

Section 1
Unit of Competence: Pre-Award and Award — Competency: **Bid Evaluation**

Elements | Proficiency
Element 1 - Determine contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet Government requirements.

Element 2 - Evaluate the bids in a transparent manner to allow for fair evaluation of price, past-performance, and technical capability.

Element 3 - Perform price analysis to determine whether the lowest evaluated bid is reasonable and provides the best value to the Government.

Improved Competency Management is an investment: $, time, work

Example: OPM Gap Reporting

Analysis & Gap Plan
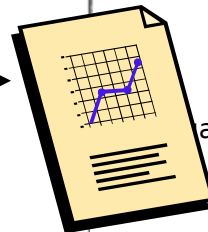
Mission Critical Occupation: Contracting (1102)						
Targeted Competency	Stated Profile	Awareness	Basic	Intermediate	Advanced	Expert	Total
Baseline ("As-Is" Profile)		10	25	35	20	10	100
Projected Attrition		1	3	4	3	1	12
Goal ("To-Be" Profile)		0	10	30	35	25	100
Gap		-9	-12	-1	18	16	12

What OPM is Looking For?

Mission Critical Occupation: IT Project Management							
Targeted Competency	Stated Profile	Basic*	Foundational	Intermediate	Advanced	Expert	Total
Quality Assurance (example)	Baseline ("As-Is" Profile)	132	373	501	222	94	1322
	Projected Attrition	16		28	13	19	100
	Goal ("To-Be" Profile)	55	217	637	325	167	1401
	Gap	61	132	-164	-116	-92	-179

Example

	(A) Number of Employees Onboard	(B) Number of Funded Positions	(C) Projected Attrition (May 2007 – June 2008)	(D) Gap Based on Funded Positions and Attrition	(E) Number of Employees Onboard by September 30, 2007	(F) Number of Employees Onboard by June 30, 2008	(G) Gap Closure Based on Current Number of Employees Onboard June 30, 2008	(H) Remaining Gap by June 30, 2008
IT Security	119	117	8	6	115	117	-2	0
IT Project Management	1,322	1,401	1	179	1,345	1,399	77	-2
Enterprise Architecture	485	519	23	57	498	519	34	0
Systems Architecture	96	96	8	8	92	96	0	0
Agency Specific	45	51	3	9	47	50	5	-1
Totals	2,067	2,184	142	259	2,097	2,181	114	-3

Example

STRATEGIES FOR CLOSING COMPETENCY GAPS

	TRAINING	EDUCATION	EXEPRIENCE
ENTERPRISE • 100% Assessment • Stratified Sampling • Internal Assessment	• Allocate Funding • Institutionalize standard training	• Budget for resource and educational needs • Establish Strategic partnerships and equivalencies	• Developing Strategy and implementing policy for engaging workforce experiences
ORGANIZATION • 100% Assessment • Internal Assessment	• Targeted group training • Updating internal Learning assets	• Budget for tuition reimbursement • Improve access to educational opportunities	• Identify experiential learning opportunities for critical skill sets • Match employees to new learning opportunities
INDIVIDUAL • 100% Assessment • Internal Assessment	• Promoting online assets • Send employees to identified training	• Send employees to identified classes	• Send employees to various identified experiences

INDIVIDUAL DEVELOPMENT PLAN

• DAU CLM's • Self-Study • DL courses • Seminars	• DAU Classroom • College courses	• Rotational Assignments • On the Job Training • Mentors • Industry Exchange

Competency Management – Gap Assessment Approach

Past Focus → **New Focus** → **Gap Assessment Approach**

Standards-Based

Past Focus	New Focus	Gap Assessment Approach
Functional-Specific AT&L Workforce Training Requirements	**AT&L Core, Functional, & Task Specific Competency Models (Validated)**	**Gap Assessment Tool/Software** (Using Component or CNA COMPASS tool) *COTS, GOTS* *Flexibility*
Terminal & Enabling Learning Objectives	**Multi-Use Competency Model Applications**	**Select Core-Functional Profile Grouping** *Standards-Based*
DAU & Equivalent Certification Training	Strategic Mgt / Knowledge Mgt / Update Training / Gap/IDP Tool	**Tailor Per Organization Needs (additive)** *Flexibility*
		Assessment *Standards-Based*

HR-XML/OPM Competency Model Data Set Standards

Individual Development Plan
- **Organization Gap Analysis Report**
- **Organization Gap Improvement Plan**
- **Implementation Plan & Measure Results Report**

OPM Deliverable Guidelines
"Closing Gaps in Mission Critical Occupations"

Competency Model Uses

High(er)-Performing Workforce
- Improved engagement of workforce to "successful performance" support resources (that make a difference) (ELA)
- Better migration of Best Practices

Agile Mission Support
- Enables tactical, agile targeting of resources to achieve desired capability
- Enables improved organizational refinements to align the skills with mission needs

Improved Learning/Training
- Improved alignment of training to "successful performance" needs
- Improved training investment
- Enables 21st Century Training Framework (Core Plus)

Succession Planning
- Identify expected critical vacancies
- Identify employees & candidate gaps

Improved Gap Assessment ROI
- Assess proficiency AND
- Assess Mission Criticality, Frequency, and Difficulty
- Migrate best practices & tools for successful performance

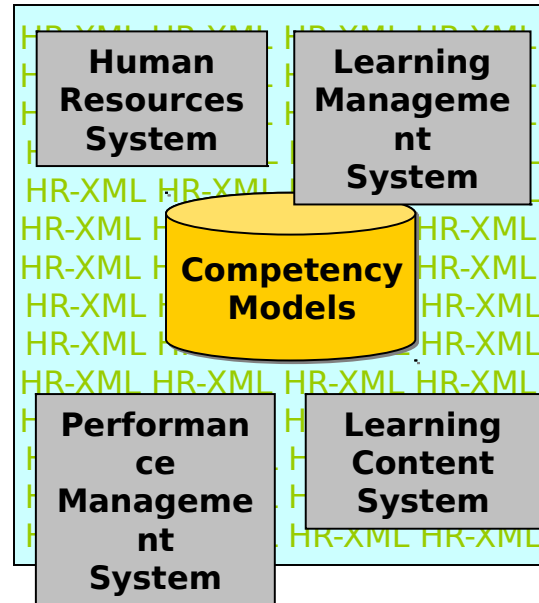## Strategic Workforce Planning
- Strategic planning enabler for leaders
- Enhanced Management of Mission Critical Competencies
- Deliberate, earlier "change management"
- Information for tactical resource decisions

Recruiting & Selection
- Improve identification of key behaviors contributing to successful performance
- Improve the "Benefits Package" story – "World-class tools for your development and success"

Development & Career Planning
- Enhance Individual Development
- Enhance Organization Development

Human Resources System

Learning Management System

Competency Models

Performance Management System

Learning Content System

HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML HR-XML

DoD Acquisition Mission Challenges Drive Need for High Performing, Agile workforce -- Improved Competency Management

- President's Management Agenda – Human Capital, Leverage Technology (OMB, DoD, AT&L)
- Congressional Requirements – Acquisition Outcomes, Human Capital
- Human Capital Planning for DoD AT&L Workforce identified as High Risk by GAO
- OPM HCAAF Human Capital Assessment and Accountability Framework
- Quadrennial Defense Review – Competency Management
- DoD Civilian Human Capital Strategic Plan

AT&L Human Capital Strategic Plan

- Improved Competency management is key outco
- HCSP Goal 1 mandates current, standardized functional competencies
- HCSP Goals 3 and 4 rely on competencies

Defense Acquisition University

- Core Plus
- Engaged Learner Architecture

Leadership
Accountability
Strategy
Technology
Key Enablers